REPUBLIC OF KENYA

Kenya National Development Programme

NATIONAL SECONDARY EDUCATION VISION

ELIMU YA KINA

Education in Depth

Forms 1–2: The Re-Encounter · Forms 3–4: The Depth Years
Six Specialisation Clusters · 15 Available Subjects · 10 Examined · Best 6 for KCSE Grade
Sciences & Mathematics · Humanities · Languages & Creative Arts
Technical & Applied · Business & Economics · Sports & Physical Education
The Secondary Campus · The Block Timetable · Teachers · Boarding

Kenya National Development Programme · 2026

A STATEMENT OF INTENT

The student who arrives at secondary school has already done something remarkable. They have read, written, counted, built, grown, cooked, swum, sung, drawn, and performed. They have touched every domain of human activity that the comprehensive primary school places in front of every child. They arrive at Form 1 not empty — they arrive informed. They know, at least roughly, what makes them lean forward. Secondary school is where that leaning becomes a direction.

The secondary school's first obligation is to honour that. Not to sort the student into a category before she has had a chance to confirm her own instincts. Not to close doors in Form 1 that cannot be reopened. The re-encounter years — Forms 1 and 2 — exist precisely to give the student the depth of exposure that makes the Form 3 specialisation choice genuinely informed rather than administratively convenient.

The specialisation clusters are not silos. A student in the Sciences cluster reads literature and understands economic history. A student in the Sports cluster calculates forces and writes essays. A student in the Technical cluster understands ecology and performs music. The cluster gives depth. The common core maintains breadth. The student who exits Form 4 is not a narrow specialist. She is a person who knows what she is good at, has been given the tools to go deep in it, and has not been stripped of the rest of her education in the process.

The Kenya Certificate of Secondary Education examines 10 subjects and grades on the best 6. This is not generosity — it is accuracy. A grade that reflects genuine strength is a more honest signal to a university, an employer, or a vocational academy than a grade that averages excellence with mediocrity. The student who is exceptional in five subjects and adequate in a sixth should not be penalised by the student who is uniformly average across eight. Kenya needs both of them. The examination should be able to tell them apart.

Elimu ya Kina. Education in Depth. Every student. Every cluster. One standard.

SECTION 1: THE SECONDARY SCHOOL STRUCTURE

Secondary school is four years — Forms 1 through 4. The student enters at approximately age 14, having completed Standard 8 and the Kenya Primary Certificate examination. They exit at approximately age 17 or 18 with the Kenya Certificate of Secondary Education. Four years. Two phases.

THE STRUCTURE	Forms 1–2: The Re-Encounter (2 years) · Forms 3–4: The Depth Years (2 years) · KCSE Examination: End of Form 4 · 15 subjects available · 10 examined per student · Best 6 count as the grade.

1.1 Forms 1 and 2 — The Re-Encounter

The student arrives from primary school having touched every subject once — sometimes twice or three times in Upper Primary. They are not blank. They have preferences, inclinations, and things they are already good at. But those preferences were formed under the conditions of primary school — before the depth that secondary school offers was available. The re-encounter exists to give students the chance to recalibrate their instincts against a more demanding version of the subjects before committing to a specialisation pathway.

In Forms 1 and 2, all students follow the same broad timetable. All 15 available subjects are encountered across the two years — some for a full year, some for one term each. The timetable is generous with time rather than thin across everything: each subject receives enough time in its re-encounter slot to give the student a genuine sense of what serious study of it feels like, not a surface impression. The student who thought she liked chemistry discovers at Form 1 depth that she actually loves it. The student who thought technical drawing was dull discovers in the metalwork advanced project that his spatial intelligence is extraordinary. These discoveries are the purpose of Forms 1 and 2.

At the end of Form 2, each student — in consultation with their subject teachers, their tutor, and their parents — selects a specialisation cluster and their 10 examination subjects. The selection is supported by formal assessment data from Forms 1 and 2, career guidance interviews conducted by the school counsellor, and — where the student's interests align — connection to the county-level vocational and professional guidance network.

1.2 Forms 3 and 4 — The Depth Years

From Form 3 the student is in their cluster. The timetable changes: cluster core subjects receive larger time allocations — 80-minute blocks, two or three times per week. The common core subjects continue at full depth. The student's two cross-cluster electives provide the breadth that prevents specialisation becoming tunnel vision.

Form 4 is the examination year. As with Standard 8 in primary school, the full programme continues. No school may suspend physical education, music, drama, or any other non-examined subject in Form 4 to concentrate on examination preparation. The KCSE examination is designed to assess what a student who has received the full programme knows and can do. A school that drills

examination technique at the expense of the full programme is producing students who perform on the examination and are diminished everywhere else.

1.3 Class Size and School Scale

Class sizes are identical to primary school. 30 students per class. A secondary school operates a minimum of 2 streams per year — 60 students per form, 240 students total in a 2-stream school. Urban schools operate 3 or 4 streams — 360 to 480 students total. The maximum is 4 streams. Above that, a second school is built.

Parameter	Specification
2-Stream School	60 students per form. 240 total. Minimum viable secondary school. Every cluster offered. All 15 subjects available.
3-Stream School	90 students per form. 360 total. Standard urban ward secondary school.
4-Stream School	120 students per form. 480 total. High-density urban areas only.
Class Size	30 students per class, consistent with primary. The move to a subject-specialist university-style campus does not change the fundamental student-teacher relationship.

SECTION 2: THE 15 AVAILABLE SUBJECTS

Fifteen subjects are available at every Kenya secondary school. Every school offers all 15. The 15 subjects span all six specialisation clusters — ensuring that no school is academically narrow regardless of its cluster strengths. Every student encounters all 15 in Forms 1 and 2. In Forms 3 and 4, each student studies their 10 examination subjects in depth. The remaining 5 subjects are not abandoned — they continue at a lower intensity as enrichment subjects for students who remain interested, and as cross-cluster elective options.

2.1 The Languages — 3 subjects

Subject	Programme
English Language and Literature	Compulsory for all students in all clusters. In Forms 1–2: language mechanics, essay writing, comprehension, oral communication, and introduction to literary analysis. In Forms 3–4: advanced composition, literary criticism of African and world literature, public speaking, and media literacy. Literature in English includes Kenyan authors — Ngũgĩ wa Thiong'o, Grace Ogot, Meja Mwangi — alongside African continental and world literature. No student exits secondary school without being able to write a clear, structured argument in English.
Kiswahili — Lugha na Fasihi	Compulsory for all students in all clusters. Taught at the same level of rigour as English — not as a soft option. In Forms 1–2: advanced composition, oral fluency, grammar at depth, introduction to Fasihi ya Kiswahili (Kiswahili literature). In Forms 3–4: Fasihi ya Kiswahili as a literary discipline — oral tradition, poetry, drama, and the novel in Kiswahili. Every student should exit secondary school literate and articulate in both national languages.
Foreign Language	One from: French, Arabic, German, or Mandarin — consistent with the language offered in the primary school feeder. In Forms 1–2: intermediate communicative competence — conversation, reading, and basic writing. In Forms 3–4: advanced language and introduction to the culture and literature of the language. Primary examination subject for the Languages and Creative Arts cluster; available as an elective for all other clusters.

2.2 The Sciences — 4 subjects

Subject	Programme
Mathematics	Compulsory for all students in all clusters — including Sports, Arts, and Business. The common core insists on this. In Forms 1–2: algebra, geometry, trigonometry, statistics, and probability. In Forms 3–4: calculus foundations (Sciences cluster), statistics and data analysis (Business and Humanities clusters), applied mathematics (Technical cluster), sports science mathematics (Sports cluster). The depth of the mathematics course is calibrated by cluster without abandoning the subject for any student.
Biology	In Forms 1–2: cell biology, genetics and heredity, ecology, human physiology, evolution. In Forms 3–4 (Sciences cluster depth): molecular biology, biochemistry, ecology at systems level, microbiology. Available as an elective for Sports (human physiology) and Agriculture (plant and animal biology). The

	foundation subject for medicine, environmental science, and agriculture.
Chemistry	In Forms 1–2: atomic structure, periodic table, chemical bonding, reactions and equations, organic chemistry introduction. In Forms 3–4 (Sciences cluster depth): physical chemistry, organic chemistry, industrial chemistry connecting to the coastal chlor-alkali programme and Haber-Bosch fertiliser chain. The student who studies chemistry at depth understands the industrial backbone of the National Water and Agriculture Programmes.
Physics	In Forms 1–2: mechanics, waves, electricity and magnetism, thermal physics, nuclear physics introduction. In Forms 3–4: mechanics at advanced level, electromagnetism, quantum physics foundations, engineering physics applications. The foundation for engineering, architecture, and technical careers. Available as a depth elective for the Technical and Applied cluster.
Computer Science	In Forms 1–2: data structures, algorithms, programming in Python and one other language (JavaScript or Java), networks and internet architecture, database fundamentals, cybersecurity basics. In Forms 3–4: software development methodology, artificial intelligence and machine learning foundations, data science, systems design. Kenya's digital economy requires graduates who can build systems — not only use them.

2.3 The Humanities — 3 subjects

Subject	Programme
History and Government	In Forms 1–2: Kenyan history in full — pre-colonial societies, the Swahili coast in depth, colonisation and its mechanisms, independence movements, post-independence political history including the contested elections, corruption, and constitutional development. African history: the Great Lakes kingdoms, the Sahel empires, North African civilisations, the Scramble, and independence. World history: the world wars, the Cold War, decolonisation globally. Government: Kenya's constitutional structure, the devolution system, the role of the courts, how laws are made. In Forms 3–4: historiography, research methodology, the politics of historical memory, comparative government systems. History students who understand what has happened in this country are citizens who cannot be easily manipulated.
Geography	In Forms 1–2: physical geography — geomorphology, climatology, hydrology, soils and vegetation. Human geography — population, urbanisation, agriculture, industry, trade. Kenya and East Africa in regional and global context. In Forms 3–4: environmental geography connecting to the water programme and climate change; development geography connecting to the agriculture and settlement programmes; urban geography connecting to the settlement vision. Geography is not a soft subject. It is the spatial science that connects every other programme in this document.
Economics	In Forms 1–2: microeconomics — demand, supply, markets, firms, market failure. Macroeconomics — GDP, inflation, monetary policy, fiscal policy, trade. The Kenyan economy: its structure, its history, its integration into the East African Community and global markets. In Forms 3–4: development economics, agricultural economics (connecting to Shamba La Taifa), public finance, and the economics of infrastructure investment. The student who studies economics understands why the decisions in this programme are made the way they are.

2.4 Business Studies — 1 subject

Subject	Programme
Business Studies and Entrepreneurship	In Forms 1–2: business organisation, accounting fundamentals, commerce, marketing, and the cooperative business model — connected directly to the agricultural cooperative structure. In Forms 3–4 (Business cluster depth): financial accounting, management accounting, business law, entrepreneurship practice including a live business project run by Form 4 students in partnership with a ward cooperative or local business. The student who completes this subject can read a balance sheet, write a business plan, and understand the difference between revenue and profit.

2.5 Technical and Applied Sciences — 2 subjects

Subject	Programme
Technical and Engineering Studies	The evolution of the primary school's woodwork, metalwork, electronics, and technical drawing into a single integrated technical discipline. In Forms 1–2: advanced technical drawing (CAD introduced), materials science, structural principles, mechanical engineering fundamentals, electrical and electronic systems. In Forms 3–4 (Technical cluster depth): engineering design process — from brief to prototype to tested product. Construction technology connecting to KSBC's building programme. Agricultural engineering connecting to KLIC's irrigation systems. The student pursuing this subject at depth is being prepared for the KRCC, KSBC, and KLIC academies as much as for university engineering.
Agriculture and Environmental Science	The evolution of the primary school agriculture subject. In Forms 1–2: soil science, crop science, animal husbandry, irrigation and water management, pest and disease management, food systems and supply chains. In Forms 3–4: agricultural economics, environmental science — ecology, conservation, climate change — food security policy connecting to Shamba La Taifa. The student who completes this at depth understands Kenya's most important economic sector from the soil up.

2.6 Creative and Performing Arts — 2 subjects

Subject	Programme
Fine Art, Design and Film	In Forms 1–2: drawing and painting at advanced level, graphic design, photography, digital design, film analysis as a critical discipline. In Forms 3–4 (Arts cluster depth): the student develops a sustained body of work in one chosen medium — painting, sculpture, printmaking, photography, or film — with critical and contextual studies in art history, African art traditions, and contemporary global practice. A final solo exhibition or film screening forms part of the KCSE assessment. Art is not decoration. It is a discipline with its own history, its own technical demands, and its own contribution to how a society understands itself.
Music	In Forms 1–2: music theory to Grade 4 ABRSM equivalent, instrumental study (the student continues the instrument begun in primary school and adds a second if they choose), ensemble playing in the school orchestra or band, composition, and music history — African music traditions, the Arabic and

	Indian Ocean musical connections to the Swahili coast, and Western classical and contemporary music. In Forms 3–4 (Arts cluster depth): advanced theory and harmony, composition as a sustained practice, performance at recital standard, and music technology — recording, production, and the music industry. The student who completes Music at depth is a musician.

2.7 Physical Education and Sports Science — 1 subject

Subject	Programme
Physical Education and Sports Science	In Forms 1–2: advanced multi-sport physical education continuing from primary — all sports encountered, school representative teams competing at county and regional level. Sports science introduced: anatomy and physiology of sport, biomechanics fundamentals, sports nutrition, injury prevention, and basic coaching methodology. In Forms 3–4 (Sports cluster depth): exercise physiology, sports psychology, performance analysis, coaching theory and supervised coaching practice, sports management and event organisation. The KCSE assessment includes both a written paper on sports science and a practical performance assessment across a minimum of two sports. A student who exits with PE and Sports Science at depth has the academic foundation for sports medicine, coaching, sports management, or professional performance.

SECTION 3: THE SIX SPECIALISATION CLUSTERS

Every secondary school in Kenya offers all six specialisation clusters. A student in Turkana has access to the Sciences cluster. A student in Nairobi has access to the Sports cluster. The cluster is not a school's identity — it is an individual student's pathway. A school may have particular strength in one cluster because of its history, its teachers, or its community — but that strength does not come at the expense of the others.

Each cluster has three components: a Mandatory Common Core that every student takes regardless of cluster; Cluster Core Subjects — the deep specialisation subjects of the pathway; and Cross-Cluster Electives — two subjects chosen from outside the student's cluster, maintaining breadth and connection to the rest of the curriculum.

THE COMMON CORE MANDATE	Every student in every cluster sits: Mathematics, English Language and Literature, and Kiswahili — Lugha na Fasihi. These three are non-negotiable. They are examined. They count toward the KCSE grade. A student who excels in their cluster subjects but fails their languages has not completed the secondary school programme. The common core is the shared intellectual heritage of every Kenyan who passes through the public school system.

3.1 Sciences and Mathematics Cluster

For students heading toward medicine, engineering, environmental science, data science, architecture, and research. Kenya needs doctors who come from every county, engineers who understand the country they are building, and scientists who are curious about the world around them.

Component	Subjects
Common Core (3)	Mathematics · English Language and Literature · Kiswahili
Cluster Core (5)	Biology · Chemistry · Physics · Computer Science · Geography (with environmental science focus)
Cross-Cluster Electives (2)	Any 2 from: History and Government / Economics / Technical and Engineering Studies / Agriculture and Environmental Science / Fine Art, Design and Film / Music / PE and Sports Science / Foreign Language
Total Examined (10)	3 Common Core + 5 Cluster Core + 2 Electives = 10 subjects. Best 6 count for KCSE grade.

3.2 Humanities and Social Sciences Cluster

For students heading toward law, journalism, government service, diplomacy, development work, public policy, and the social sciences. Kenya needs civil servants who understand the constitution they administer, journalists who can hold power to account, and diplomats who know the history of the continent they represent.

Component	Subjects

Common Core (3)	Mathematics · English Language and Literature · Kiswahili
Cluster Core (5)	History and Government · Geography · Economics · Foreign Language · Business Studies and Entrepreneurship
Cross-Cluster Electives (2)	Any 2 from: Biology / Computer Science / Agriculture and Environmental Science / Fine Art, Design and Film / Music / PE and Sports Science / Technical and Engineering Studies
Total Examined (10)	3 Common Core + 5 Cluster Core + 2 Electives = 10 subjects. Best 6 count for KCSE grade.

3.3 Languages and Creative Arts Cluster

For students heading toward the performing arts, creative industries, media, publishing, cultural institutions, design, film, and music. Also the pathway into language teaching, translation, and international communication. Kenya has a rich cultural heritage — Swahili literature, oral traditions, visual art, music — that deserves a generation of practitioners who have been trained to the highest standard.

Component	Subjects
Common Core (3)	Mathematics · English Language and Literature · Kiswahili
Cluster Core (5)	Foreign Language · Fine Art, Design and Film · Music · History and Government (with cultural history focus) · Geography (with cultural geography focus)
Cross-Cluster Electives (2)	Any 2 from: Biology / Computer Science / Economics / Business Studies / PE and Sports Science / Technical and Engineering Studies / Agriculture
Total Examined (10)	3 Common Core + 5 Cluster Core + 2 Electives = 10 subjects. Best 6 count for KCSE grade.

THE ARTS STUDENT AND MATHEMATICS	A student in the Languages and Creative Arts cluster takes Mathematics as a compulsory common core subject. Not because they need calculus to make films. Because a person who cannot reason quantitatively is a person who can be exploited — in a contract, in a tax return, in a financial agreement. Mathematics in the Arts cluster is taught with arts-relevant applications: the mathematics of music (frequency ratios, time signatures, the harmonic series), the geometry of visual composition, the statistics of audience and market data. It is still rigorous mathematics. It is mathematics that the arts student can see the point of.

3.4 Technical and Applied Sciences Cluster

For students heading toward engineering, construction, information technology, manufacturing, irrigation and water technology, agricultural engineering, and the KRCC, KSBC, and KLIC academies. The students who will build the infrastructure this programme designs need to be trained in schools that take technical education as seriously as academic education. This cluster does that.

Component	Subjects

Common Core (3)	Mathematics · English Language and Literature · Kiswahili
Cluster Core (5)	Physics · Chemistry · Computer Science · Technical and Engineering Studies · Agriculture and Environmental Science
Cross-Cluster Electives (2)	Any 2 from: Biology / Geography / Economics / History and Government / Fine Art and Design / Music / PE and Sports Science / Foreign Language
Total Examined (10)	3 Common Core + 5 Cluster Core + 2 Electives = 10 subjects. Best 6 count for KCSE grade.

THE PIPELINE CONNECTION	A student in the Technical cluster who achieves strong grades in Physics, Chemistry, Technical and Engineering Studies, and Computer Science is directly eligible for the KRCC Academy (civil and infrastructure engineering), the KSBC Academy (structural and building engineering), or the KLIC Academy (irrigation and agricultural engineering). The secondary school is the first stage of the national construction and infrastructure employment pipeline.

3.5 Business and Economics Cluster

For students heading toward commerce, accounting, banking, cooperative management, entrepreneurship, agribusiness, and public financial management. Kenya's cooperative system — the backbone of the agricultural programme — needs a generation of cooperative managers, agricultural economists, and rural finance professionals who were trained for it. This cluster produces them.

Component	Subjects
Common Core (3)	Mathematics · English Language and Literature · Kiswahili
Cluster Core (5)	Economics · Business Studies and Entrepreneurship · History and Government · Geography · Computer Science
Cross-Cluster Electives (2)	Any 2 from: Biology / Chemistry / Agriculture and Environmental Science / Technical and Engineering Studies / Fine Art and Design / Music / PE and Sports Science / Foreign Language
Total Examined (10)	3 Common Core + 5 Cluster Core + 2 Electives = 10 subjects. Best 6 count for KCSE grade.

3.6 Sports and Physical Education Cluster

For students pursuing professional athletics, coaching, sports science, sports medicine, sports management, and physical education teaching. Kenya produces world-class distance runners, professional footballers, and elite athletes across multiple disciplines — and then systematically fails to capture the economic and social value of that talent because there is no domestic career infrastructure in sports beyond performance itself. This cluster builds that infrastructure. The student who does not make it as a professional athlete has a sports science degree, a coaching qualification, and a sports management education. The student who does make it as a professional has the academic foundation to manage their career intelligently.

Component	Subjects

Common Core (3)	Mathematics · English Language and Literature · Kiswahili
Cluster Core (5)	PE and Sports Science · Biology (human physiology focus) · Geography (physical geography and environment focus) · History and Government (sports history and governance focus) · Fine Art, Design and Film (media and sports documentation focus)
Cross-Cluster Electives (2)	Any 2 from: Chemistry / Computer Science / Economics / Business Studies / Music / Technical and Engineering Studies / Agriculture / Foreign Language
Total Examined (10)	3 Common Core + 5 Cluster Core + 2 Electives = 10 subjects. Best 6 count for KCSE grade.

THE SPORTS STUDENT'S FULL EDUCATION	A student in the Sports cluster takes Mathematics, English, Kiswahili, Biology, Geography, History, and Fine Art — in addition to PE and Sports Science. They understand the physiology of the body they are training. They understand the geography of the environment they are competing in. They understand the history of the sport they practice. They can articulate their experience in writing and analyse their performance in numbers. They are not an athlete who happened to go to school. They are an educated person who is also an athlete.

SECTION 4: THE KENYA CERTIFICATE OF SECONDARY EDUCATION

The KCSE is Kenya's secondary school leaving examination. It is taken at the end of Form 4. Under this programme: 15 subjects are available, each student sits 10 subjects based on their cluster pathway plus common core, and the best 6 results constitute the KCSE grade. The examination is designed to assess higher-order thinking — application, analysis, synthesis, evaluation — not recall under time pressure.

4.1 Subject Examination Formats

Subject	KCSE Examination Format
Mathematics	Written: Paper 1 — Pure Mathematics (2 hrs 30 min); Paper 2 — Applied and Statistical Mathematics (2 hrs 30 min). Calculators permitted from Paper 2 Section B. Mental estimation tested in Paper 1 Section A without calculator.
English Language and Literature	Paper 1 — Composition and Functional Writing (2 hrs); Paper 2 — Comprehension, Grammar, and Literary Analysis (2 hrs 30 min); Paper 3 — Oral examination (conducted in Term 2, externally assessed).
Kiswahili	Karatasi 1 — Insha na Uandishi (saa 2); Karatasi 2 — Ufahamu, Sarufi na Fasihi (saa 2:30); Karatasi 3 — Usimulizi (kutathminiwa muhula wa 2).
Biology	Paper 1 — Multiple choice, 40 items (1 hr); Paper 2 — Structured questions (2 hrs); Paper 3 — Practical: laboratory investigation with written report (2 hrs 30 min, conducted at school under external supervision).
Chemistry	Paper 1 — Multiple choice (1 hr); Paper 2 — Structured questions (2 hrs); Paper 3 — Practical: two experiments, quantitative and qualitative (2 hrs 30 min).
Physics	Paper 1 — Multiple choice (1 hr); Paper 2 — Structured questions (2 hrs); Paper 3 — Practical (2 hrs 30 min).
Computer Science	Paper 1 — Theory: systems, algorithms, data (2 hrs); Paper 2 — Practical: programming task in supervised lab (3 hrs). The programming practical is the most important assessment — no student should achieve a high grade in Computer Science without being able to write functional code.
History and Government	Paper 1 — Kenyan History and Government (2 hrs); Paper 2 — African History and World History (2 hrs 30 min); Paper 3 — Source-based essay question (2 hrs). Paper 3 requires the student to analyse primary and secondary sources and construct a historical argument. This is the examination distinguishing history education from history memorisation.
Geography	Paper 1 — Physical Geography (2 hrs); Paper 2 — Human Geography and Fieldwork (2 hrs); Paper 3 — Map and Data Analysis (1 hr 30 min). Paper 3 includes ordnance survey map reading and interpretation — a practical skill, not a theoretical one.
Economics	Paper 1 — Microeconomics and Business (2 hrs); Paper 2 — Macroeconomics, Development, and Applied Economics (2 hrs 30 min). Case study questions connecting economic theory to Kenyan economic

	situations are mandatory in Paper 2.
Business Studies and Entrepreneurship	Paper 1 — Accounting and Commerce (2 hrs); Paper 2 — Management, Entrepreneurship, and Business Law (2 hrs); Coursework: live business project assessment submitted at start of Form 4, externally moderated.
Technical and Engineering Studies	Paper 1 — Theory: materials, structures, systems (2 hrs); Paper 2 — Technical Drawing and Design (2 hrs 30 min, drawn on A2 drawing paper); Practical: a design-and-make project completed across Form 3–4, assessed by external moderator visiting the school.
Agriculture and Environmental Science	Paper 1 — Crop Science, Soil, and Irrigation (2 hrs); Paper 2 — Animal Science, Environmental Science, and Food Systems (2 hrs); Practical: school farm and laboratory investigation assessed across Term 2 of Form 4.
Fine Art, Design and Film	No timed written examination for the practical component. Portfolio: 10 works in the student's chosen medium, submitted at start of Form 4, marked by an external moderator. Critical Studies Paper: art history, analysis, and theory (2 hrs written). Final exhibition or film screening held at the school in Term 3, open to the public.
Music	Theory Paper: harmony, analysis, and music history (2 hrs); Performance: a recital of 15–20 minutes on the student's primary instrument, assessed by an external examiner; Composition: one original composition submitted as a score and recording.
PE and Sports Science	Theory Paper: exercise physiology, biomechanics, sports psychology, coaching methodology (2 hrs 30 min); Practical Performance: assessed across Terms 1–2 in a minimum of two sports plus swimming; Coaching Practical: a supervised coaching session delivered to a junior class, assessed by the PE teacher against a national framework.
Foreign Language	Listening Comprehension (45 min, recorded); Reading and Comprehension (1 hr 30 min); Writing — composition and translation (1 hr 30 min); Oral — conversation with external examiner (15 min).

THE BEST 6 RULE	10 subjects are examined. The 6 best results count as the KCSE grade. The grade is expressed as both a points score (the sum of the 6 best grades converted to points on a 12-point scale) and a letter grade (A through E). University, vocational academy, and employer admissions use both. A student who is exceptional in their cluster subjects but sits a weak elective is not penalised. A student who is strong across all 10 subjects is rewarded — because 6 strong results from 10 is more impressive than 6 strong results from exactly 6.

SECTION 5: PHYSICAL EDUCATION AND SPORT IN SECONDARY SCHOOL

Physical education is compulsory for all students in all four years of secondary school — regardless of cluster. A student in the Sciences cluster swims, competes, and trains alongside a student in the Sports cluster. The difference is depth: the Sports cluster student is developing toward competitive excellence and professional qualification. Every other student is developing lifelong physical competence, healthy discipline, and the competitive spirit that sport uniquely produces.

5.1 Curriculum PE — All Students, All Four Years

Every student receives physical education four times per week: three 80-minute sessions and one 45-minute session. The 80-minute sessions allow genuine training and development — warm-up, skill development, game or competition, cool-down and reflection. The 45-minute session is conditioning — fitness, flexibility, and the physical literacy work that underpins all sport.

Sport	Secondary Curriculum Approach
Athletics	Year-round. Track: sprints, 400m, middle distance, long distance, relays, hurdles. Field: long jump, triple jump, high jump, pole vault (Forms 3–4), shot put, discus, javelin, hammer (Forms 3–4). Every student competes in the school athletics day. The school fields teams at ward, county, regional, and national championships.
Swimming	Year-round. In Forms 1–2: consolidation of primary strokes, competitive training in chosen strokes, water polo, open water orientation. In Forms 3–4: competitive racing in chosen events, lifesaving certificate for all students (minimum Bronze Medallion), water polo team competition. The pool is in use from 6am to 8pm.
Football	Full-year curriculum and representative sport. Tactical development, set pieces, positional play. School team competes in the county school league from Form 1. Girls' and boys' teams separately but trained with equal resource and status.
Rugby	Sevens format for school competition. Contact rugby from Form 1 with full safety protocols. Refereeing and coaching theory included from Form 3 — the Sports cluster student coaches a junior team.
Basketball	Competitive 5-on-5 from Form 1. School team competing at ward and county level. Tactical depth: play design, offensive and defensive systems, film analysis of performance from Form 3.
Volleyball / Netball	Both taught. Competitive teams in both. Mixed volleyball encouraged. Netball as a competitive discipline with structured county competition.
Tennis	Individual sport development. Form 1–2: technique and match play. Form 3–4: competitive singles and doubles tournament at school, county, and national level.
Cricket	Seasonal. Full coaching in batting, bowling, and fielding technique. School XI competing at county level.
Hockey	Seasonal. Full game from Form 1. School team competing at county and regional level.
Combat Sports	Boxing: non-contact technical boxing in Forms 1–2, supervised sparring option in Forms 3–4 for students who choose it. Judo: competitive randori from Form 2,

	grading to Green Belt available by Form 4. Wrestling: traditional and freestyle. All combat sports voluntary beyond Form 2 for non-Sports cluster students.
Indigenous Games	One term per year. Competitive bao tournament. Traditional running and field games. The indigenous sports programme is treated with the same seriousness as any other — not as a curiosity but as a curriculum component with its own history, its own skills, and its own competitive structure.
Golf	Introduced in Forms 3–4 as an option. Driving range and putting practice — not a full golf course programme, but introduction to a sport with significant professional and recreational career pathways.

5.2 Representative Sport — School Teams

Every school operates a minimum of eight representative teams across the school year — competing at ward, sub-county, county, regional, and national level. The national schools sports calendar is a serious, funded, well-organised competition structure. A student who reaches national level in any sport has competed through four rounds of genuine selection. That achievement is recognised on the KCSE certificate as a co-curricular distinction — separate from the academic grade but formally recorded.

5.3 The Sports and PE Cluster in Depth

For students in the Sports and Physical Education cluster, the PE programme is additionally: a supervised coaching practicum (coaching a junior class twice per week from Form 3); sports science laboratory work (biomechanics analysis using video, VO_2 max testing, lactate threshold measurement in Form 4); a sports management project (organising a school tournament from planning to execution, assessed as a cluster coursework component); and connection to the county sports development programme for elite athletes — county coaches run sessions at the school weekly for identified cluster students.

SECTION 6: THE SECONDARY CAMPUS

The secondary school campus is a different kind of place from the primary school. The student moves through it rather than sitting in one room. Specialist spaces replace the general classroom as the primary learning environment. The timetable is structured around 80-minute blocks that allow serious work in the laboratory, the workshop, the studio, the pool, and the field. The campus has areas where students gather independently between classes, study in the evenings, eat at flexible times, and — where the school offers boarding — live. It is closer to a university campus than to a primary school. The student who arrives here at 14 should feel, from the first day, that they have entered a more serious kind of place.

6.1 Site Requirements

Parameter	Specification
Minimum Site Area	6 hectares for a 2-stream school. 8 hectares for a 3-stream school. 10 hectares for a 4-stream school. Boarding schools require an additional 2 hectares minimum for the residential wing.
Campus Layout	Open campus layout — no single large building but a collection of specialist blocks connected by covered walkways and open courtyards. The student navigates the campus between classes. The campus is legible: every building is clearly signed and distinctly designed so that a new student on Day 1 knows where they are going.
Green Space	Minimum 30% of site as planted green space — not grass pitches, but trees, gardens, outdoor seating, and the agricultural plot. A secondary school campus is a place people spend 12 hours a day. It should be beautiful.

6.2 Academic and Specialist Spaces

Space	Specification
Subject Classrooms	One dedicated classroom per subject — not generic classrooms that any subject can use. The History classroom has maps on the walls, primary source documents in the bookcase, and a chronological timeline running around the room. The Mathematics classroom has geometric models, a data display screen, and writable walls. The room teaches before the teacher starts. 30 students per room. Moveable furniture. Natural light. Writable surfaces. Every room has reliable power and data.
Science Laboratories (3)	Three separate laboratories: Biology, Chemistry, Physics. Each 90m² with 30 student stations. Biology lab: microscopes, specimen collection, dissection benches, biological waste disposal. Chemistry lab: fume hoods (4), gas supply, chemical storage and dispensing room, all safety equipment. Physics lab: optics bench, electrical apparatus, mechanics equipment, oscilloscopes. A shared preparation room between all three. One full-time laboratory technician manages all three.
Computer Science Suite	35 high-specification workstations (5 spare for hardware failure). Dual monitors. Programming software, CAD software, data science tools, digital audio and

	video production software. The suite is also the music technology room and the film editing suite for the Creative Arts cluster — scheduled accordingly.
Technical Workshop Complex	Three connected workshops: Engineering Design (CAD workstations, 3D printers, laser cutter, technical drawing tables), Fabrication (CNC mill and lathe, welding bays × 4, metalwork benches × 15), and Construction Technology (full carpentry benches, large-format power tools, materials testing equipment). The workshops connect to a project display gallery where completed technical projects are exhibited year-round.
Fine Art and Design Studio	Large studio with north-facing skylights. Drawing and painting area; graphic design and digital illustration stations; photography studio with lighting rig and darkroom; sculpture and ceramics area with kiln. 40 students working simultaneously. Display walls for current student work. Portfolio storage for all Art students.
Music Suite	Main ensemble room (30 students for orchestra/band, acoustic panels, full percussion kit, 30 music stands, upright piano); Practice studio × 6 (soundproofed, individual or small group); Recording studio (professional-specification recording room with control room — used for curriculum and available to students outside class hours); Instrument store (managed by the music teacher, 60 instruments across all categories).
Drama Studio and Theatre	300-seat theatre — significantly larger than the primary school's black box — with full fly tower, wing space, lighting rig (48 channels), professional sound system, orchestra pit, and a backstage workshop for set construction. The theatre is a genuine performance venue used by the school and community. Adjacent to the theatre: a drama studio (50 students, sprung floor, mirror wall, movement space) used for rehearsal, physical theatre, and improvisation classes.
Agriculture and Science Plot	1 acre minimum. Divided into: crop science trial beds (multiple varieties grown for comparison); animal husbandry area (poultry, small livestock — connected to the Biology and Agriculture curriculum); irrigation demonstration systems — drip, sprinkler, and furrow — connected to the Technical cluster's engineering curriculum; a weather station (connected to the Geography curriculum); composting and waste management demonstration; and greenhouse for controlled-environment growing. The extension officer visits monthly from the ward cooperative.
Library and Study Centre	The secondary school library is a serious academic resource. Minimum 8,000 books: curriculum texts, reference works, Kenyan and African literature, world literature, science periodicals, humanities journals, and a newspaper archive. 80 simultaneous readers. Adjacent to the library: an independent study centre — 60 individual study carrels with power and data, open from 6:30am to 9:30pm every school day. Students use the study centre for homework, project work, examination preparation, and self-directed reading. It is staffed by a library assistant in the evenings.

6.3 Physical Education and Sports Facilities

Facility	Specification
Athletics Track and Field	400m eight-lane rubberised track surrounding the main grass football and rugby pitch. Long jump and triple jump runways with sand pits. High jump and pole vault areas. Shot, discus, and hammer circles with safety cage. Javelin runway. Timing system for sprint events. The athletics facility is used every school day

	— it is not reserved for competitions.
Swimming Pool	50 metres, 8 lanes, competition-specification. 1.0m shallow end, 2.0m deep end. Electronic timing system. Spectator seating for 300 on two long sides. The 50m pool (vs 25m primary) reflects the competitive programme at secondary level. Heated in highland schools. Staffed by a qualified swimming coach and a lifeguard during all sessions. Open from 6am to 8pm.
Football Pitches	Two full-size pitches — one natural grass (match standard), one all-weather artificial surface for year-round training. The artificial pitch is floodlit for evening training sessions.
Basketball and Volleyball Courts	Four courts each — two indoor (in the sports hall) and two outdoor. The indoor courts are used for competitive matches and for physical education during rain.
Sports Hall	Full multi-purpose indoor sports hall: 44m × 22m minimum, 8m ceiling height. Configured for: basketball × 2, volleyball × 2, badminton × 4, indoor football, boxing ring (removable), judo and wrestling mat area (removable). Spectator gallery for 400. The sports hall is used from 6am for morning training and remains open until 9pm for evening practice.
Tennis Courts	Four hard courts, floodlit. Used for curriculum PE, competitive tennis, and in off-peak hours for badminton training.
Cricket Pitch and Ground	Turf wicket and practice nets × 6. Outfield maintained as part of the athletics and football ground.
Fitness and Conditioning Centre	Weights room, cardio equipment, stretching area. Open to all students under supervision. For the Sports cluster: also includes biomechanics analysis equipment — force plates, motion capture cameras, VO_2 testing equipment. The Sports cluster student trains here as a part of the curriculum, not as an extra-curricular activity.
Combat Sports Room	Boxing ring (1), judo mat (full 14m × 14m IJF standard), wrestling mat. Safety equipment store. Mirrors. The combat sports room is a quiet, serious space — used for curriculum and for the school's boxing, judo, and wrestling teams.

6.4 Community and Welfare Spaces

Space	Specification
Central Common Area	The heart of the campus. A covered outdoor space — large enough for the whole school to gather — with seating, food kiosks, notice boards, and the student association office. Students move through here between classes. It is where school life happens in the gaps between formal learning.
Refectory	Self-service canteen open from 7am to 7pm — not two sittings as in primary school, but a rolling service that the student accesses at their natural break times. Full hot meal available at lunch. Breakfast available before 8am. The refectory uses the same cooperative supply chain as the primary school dining hall — produce from the ward cooperative feeds both.
Medical Centre	Staffed by a full-time nurse and — in a 3 or 4-stream school — a part-time doctor or clinical officer two days per week. Examination rooms, a treatment bay, dispensary, and a mental health consultation room separate from the general medical space. The medical centre provides: daily health care, reproductive health education (Form 3–4), mental health first response, and coordination with the county health system for referrals.

Counselling Centre	Two full-time counsellors for a 3-stream school. The counselling centre is separate from the medical centre — it is its own building, with a waiting room and two consultation rooms. Counsellors provide: individual sessions, small group support, career guidance, and the Form 2 pathway selection interviews. Confidential. Accessible. Staffed by people who are trained for this work.
Multi-Faith Reflection Room	The same specification as the primary school — clean, neutral, no iconography, texts from all faiths and none, open all hours. At secondary school age the student's inner life becomes more complex and more private. The room must be genuinely quiet and genuinely welcoming to everyone.
Student Association Offices	A room for the school's elected student body. A desk, a notice board, a meeting table, a computer. The student association organises events, represents student interests to the school administration, and manages the school magazine and social media. It is a real office, not a courtesy gesture.

6.5 The Block Timetable

The secondary school runs on 80-minute blocks, not 40-minute periods. There are 6 blocks per day with a 20-minute tutor group session at the start of the day, a 45-minute lunch break, and a 30-minute end-of-day assembly or activity period. Six blocks × 80 minutes = 480 minutes of instruction per day. The tutor group session is pastoral, not academic.

Time	Activity
07:30 – 07:50	Tutor Group (20 min). Pastoral check-in, announcements, attendance. The tutor knows every student in their group across all four years.
07:50 – 09:10	Block 1 (80 min)
09:10 – 10:30	Block 2 (80 min)
10:30 – 10:50	Break (20 min). The central common area.
10:50 – 12:10	Block 3 (80 min)
12:10 – 12:55	Lunch (45 min). Refectory open.
12:55 – 14:15	Block 4 (80 min)
14:15 – 15:35	Block 5 (80 min)
15:35 – 15:50	Break (15 min)
15:50 – 17:10	Block 6 (80 min) — PE, practical subjects, or supervised study for non-practical timetable slots.
17:10 – 17:40	End-of-day (30 min). Assembly twice weekly. Co-curricular activities, club meetings, team training briefing on other days.
17:40 onwards	Evening: sports training, study centre open until 21:30, music practice, drama rehearsal. Day students go home. Boarding students continue on campus.

SECTION 7: BOARDING

Schools decide independently whether to offer boarding. The programme does not mandate boarding universally — in urban areas it is unnecessary and in some communities it is culturally unwelcome. But in ASAL counties, in remote rural areas, and in regions where secondary schools serve a wide geographic catchment, boarding is not an optional extra. It is the difference between a child accessing secondary education or not.

7.1 The Boarding Standard

Where a school offers boarding, the boarding facilities are built to the same standard as every other part of the Kenya School Standard. A dormitory in Turkana is built to the same specification as a dormitory in Machakos. There is no second-tier boarding. There is one boarding standard.

Element	Standard
Dormitories	Maximum 20 students per dormitory room — not the 60-student open dormitory halls of the old boarding school model. 20 students per room means: adequate personal space, better sleep quality, a manageable social unit. Beds with mattresses, individual lockable storage, reading light at each bed, adequate ventilation. Separate dormitory wings for boys and girls, with separate boarding houseparent accommodation adjacent to each wing.
Ablution Facilities	1 shower per 5 students, 1 toilet per 5 students, 1 washbasin per 3 students. Hot water. These are the minimums. They are non-negotiable. A boarding student who cannot wash properly every morning is a student whose dignity has been compromised by the institution that is supposed to serve them.
Boarding Houseparents	A qualified adult — not a junior teacher pressed into service — lives in the boarding wing and is responsible for the welfare of the boarding students. One houseparent per 40 students. The houseparent has: welfare training, first aid certification, and a clear escalation pathway to the school nurse and counsellors.
Evening Programme	Boarding students have: a structured prep period (supervised study, 19:00–21:00), access to the study centre, access to the sports hall and pool during specified hours, a common room with recreational facilities, and a kitchen for light evening meals or snacks. Boarding is not confinement. It is a structured residential programme.
Weekend Life	Weekend activities programme: trips to county towns for sport and culture, organised sports tournaments, film screenings in the school theatre, visiting speakers, and unstructured free time. Every boarding student goes home at least once per half-term for a long weekend.
Fee Structure	Boarding fees are means-tested and subsidised by the national government on a sliding scale. No child is denied boarding because their family cannot afford it. The county education office manages the means-testing and the subsidy disbursement. The subsidy is paid directly to the school — the family does not handle the money.

SECTION 8: TEACHERS AND THE TEACHING STANDARD

Secondary school teaching is a different profession from primary school teaching. The secondary school teacher is a subject specialist — they have a degree in their subject and a teaching qualification on top of it. They know their subject well enough to go beyond the curriculum when a student is ready to go beyond it. They can answer the question that wasn't in the textbook. They are the person who makes a student fall in love with chemistry, or history, or music — and that is not a small thing.

8.1 Teacher Qualification Standard

Standard	Detail
Minimum Qualification	Bachelor of Education (BEd) with a subject specialisation, or a Bachelor's degree in the subject plus a Postgraduate Diploma in Education (PGDE). Both pathways are equivalent. The subject knowledge and the pedagogical knowledge must both be present.
Specialisation	Every secondary school teacher teaches only their subject. A mathematics teacher teaches mathematics. A music teacher teaches music. The cross-subject generalist has no place in secondary school — except the PE teacher, who covers the full sports curriculum, and the tutor, who is primarily an academic subject teacher but fulfils the pastoral tutor role across all four years for their tutor group.
Professional Development	A minimum of 60 hours CPD per year — 50% more than the primary standard, reflecting the greater depth of subject knowledge required and the pace of change in technical and creative subjects. Computer Science teachers must keep pace with a rapidly evolving field. Sciences teachers must understand current research. Arts teachers must remain practicing artists.
Remuneration	Secondary school teachers are paid at a higher scale than primary school teachers — reflecting the additional qualification and the higher subject expertise required. The premium is 15–20% above the primary scale at equivalent career stage. Remote posting allowances apply on the same basis as primary.
Research Connection	Secondary school subject teachers in Sciences, Technical, and Humanities clusters are formally connected to the nearest university faculty in their subject — through annual subject seminars, access to university library resources, and the option to supervise Form 3–4 independent research projects in partnership with university researchers. The secondary teacher is not isolated from the academic world of their subject.

8.2 Staffing — A 3-Stream School

A 3-stream school (90 students per form, 360 total) requires a full specialist teaching staff of approximately 28 subject teachers, plus support staff.

Department	Staffing
Languages (4)	English (1), Kiswahili (1), Foreign Language (1), Literature specialist shared with

	English teacher in Forms 3–4 (1 part-time).
Sciences (5)	Mathematics (2 — one for each stream's Forms 1–2 plus all Forms 3–4), Biology (1), Chemistry (1), Physics (1), Computer Science (1).
Humanities (3)	History and Government (1), Geography (1), Economics (1).
Business (1)	Business Studies and Entrepreneurship (1).
Technical (2)	Technical and Engineering Studies (1), Agriculture and Environmental Science (1).
Creative Arts (3)	Fine Art, Design and Film (1), Music (1), Drama and Theatre (1).
PE and Sports (3)	PE and Sports Science (3) — one specialising in athletics and aquatics, one in team sports, one in combat sports and conditioning. All three are multi-qualified.
Support Staff	Library and Study Centre (1 librarian + 1 library assistant), Medical Centre (1 nurse + part-time clinical officer), Counselling Centre (2 counsellors), Laboratory technician (1 shared across 3 science labs), Workshop technician (1 for Technical Complex), IT technician (1).
Administration	Principal (1), Deputy Principal Academic (1), Deputy Principal Welfare (1), Administrative Officer (1), Boarding Houseparents (2–4 depending on boarding numbers), Caretaker/Groundskeeper team (3).

SECTION 9: PATHWAYS FROM SECONDARY SCHOOL

The KCSE is not the end. It is the beginning of the next thing. The secondary school programme is designed to prepare students for multiple pathways — each of which is valued, each of which is funded, and none of which is treated as a consolation prize for students who did not make it to the pathway above it. University is one pathway. It is not the only pathway. And it is not always the best pathway for every student.

Pathway	Design and Connection
University	Students with strong academic KCSE results — particularly in Sciences, Humanities, or Languages clusters — proceed to university degree programmes. The Joint Admissions Board uses the KCSE grade with cluster-specific weighting: a student applying for a medicine programme is assessed on their Sciences cluster results; a student applying for law on their Humanities cluster results. A grade that reflects genuine cluster strength is a better signal than a blunt aggregate.
KRCC / KSBC / KLIC Academies	Students from the Technical and Applied cluster with strong grades in Physics, Chemistry, and Technical and Engineering Studies are directly eligible for the KRCC and KSBC engineering academies and the KLIC irrigation engineering programme. These are 3-year programmes leading to a professional qualification equivalent to a university engineering degree. The academy pathway is not a lesser option — it leads to a salaried professional career building Kenya's infrastructure.
Agricultural Cooperative Sector	Students from the Business and Agriculture clusters entering cooperative management, agricultural finance, and the extension service pipeline. The KAERS extension officer cadre actively recruits from secondary school Agriculture and Business graduates. A student who has studied Agriculture at depth in secondary school, who has run a live business project with a cooperative, and who knows how to read a balance sheet is exactly what the cooperative system needs.
Technical and Vocational Colleges	A strengthened national technical and vocational education system receives students from all clusters for 2-year programmes in specific trades and technical disciplines. The Technical cluster graduate enters vocational college for advanced engineering or construction trades. The Arts cluster graduate enters a conservatoire or film school. The Sports cluster graduate enters a sports coaching or sports management diploma programme.
Professional Sports	Students in the Sports cluster who have been identified through the county and national talent development programme and who achieve the required performance standards enter professional sports directly — with the academic foundation to manage their careers, negotiate their contracts, and plan their post-performance lives. The KCSE Sports and PE examination result is a recognised qualification in sports management and coaching, providing a fallback at every stage of a professional sports career.
Entrepreneurship	Business cluster students with strong entrepreneurship coursework and a viable business idea can access the Agricultural Development Bank's youth entrepreneurship lending stream and the county cooperative sector's business incubation programme. The school's live business project is the first stage of the enterprise pathway — not a school exercise but a real business that could grow beyond the school gate.

SECTION 10: BUILDING THE SECONDARY SCHOOLS PROGRAMME

Secondary school construction follows the same principles as the primary school building programme: KSBC as the design and build institution, the Kenya School Standard as the non-negotiable specification, the KSBC National School Types as the BIM-modelled designs adapted to six climatic zones. The secondary school campus is larger and more complex than the primary school — the theatre seats 300, the pool is 50 metres, the sports hall is competition-standard — but the design principles are identical. One standard. No tiers. No variation between the student whose parents drive them to school and the student who boards.

10.1 The Building Programme

Phase	Programme
Year 1–3	National school audit: every existing secondary school assessed against the Kenya School Standard. Priority upgrades: schools lacking science laboratories, computer suites, libraries, or sports facilities. Sports halls and pools are the last elements added — after the academic and technical facilities are in place.
Year 3–8	Systematic full upgrade and new construction. New secondary schools built in wards where the primary school programme is graduating more Standard 8 students than existing secondary schools can absorb. Boarding wings constructed in ASAL and remote rural schools.
Year 8–15	Completion of the full national secondary school standard. Every student in Kenya within 15km of a secondary school meeting the Kenya School Standard. By this point the first generation of students who received the comprehensive primary programme from KG through Standard 8 are completing Form 4.

10.2 Financing

The secondary school building programme is funded from the Education Infrastructure Fund — the same KSh 200 billion over 10 years that funds the primary programme, with secondary construction weighted toward the later years when the primary rebuild is substantially complete. Secondary school teacher salaries are funded from the national education budget at the enhanced secondary scale. Boarding subsidies are funded from a dedicated boarding support allocation within the education budget, means-tested and administered by county education offices.

Elimu ya Kina. Education in Depth.

The student who arrives informed leaves equipped.

Every cluster. Every campus. One standard.

No exceptional school. No neglected school. One Kenya.

PROGRAMME INTEGRATION APPENDIX

Elimu ya Kina — Secondary Education — Cross-Programme Integration, Employment Summary and Legal Register

A. Employment Summary

Institution / Role	Permanent	Entry-Level	Entry Qualification and Pathway
Secondary School Teachers (new positions)	30,000	30,000	ALL entry-level. KNQF Level 6–7. Entry: KCSE B plain + BEd or BSc + PGDE.
STEM Enrichment Track coordinators (county level)	470	200	Science enrichment and KRA institute placement coordinators — KNQF Level 6.

Employment Summary	Figure
Total permanent positions (Year 10 steady state)	~30,470
Entry-level positions (KNQF Level 2–5)	~30,200
Reference — full programme employment register	Programme Integration Index (PII) Section Two

B. Cross-Programme Linkages

Every linkage below names the specific institution, data system, or instrument that creates the interface. Vague references are not listed — only confirmed operational connections.

Links To	Specific Linkage — Institution, Data System, or Instrument at the Interface
Kazi ya Taifa	NIAS integration for Form 4 completers: every Form 4 completer is offered a NIAS assessment as part of the national examination certification process. NIAS generates: corps pathway referral (for those with construction, health, agricultural, or technical aptitude), cooperative pathway (agricultural aptitude), or university pathway (academic aptitude with funding eligibility). This makes NIAS universal for secondary school leavers — a Kazi-Elimu interface requiring a formal protocol.
Sayansi na Teknolojia	Secondary Science Enrichment Track: Form 3 supervised research project, Form 4 2-week KRA institute placement (KALRO, KEMRI, KGMI, or KWHRI), STEM mentorship (20 volunteer mentors per county from KRA institutes and KAIST-K, accessible via eCitizen). This is the pipeline from secondary school to KAIST-K scholarship — the most important talent

	identification mechanism in the programme.
Ulinzi na Usalama	NYS Pipeline as a structured post-Form 4 option: Form 4 completers who are not yet qualified for direct corps entry (e.g. those who did not pass the KNQF Level 3 subject requirements for a specific corps) can enter the NYS 12-month programme and emerge with the qualification and corps referral they need. NYS is the bridge, not an alternative.
Jamii na Ustawi	Secondary school CB rate: Child Benefit at Ksh 2,000/month for children aged 12–18, plus the Ksh 500/month school attendance bonus. The combined Ksh 2,500/month is a significant incentive for households to keep children in school through Form 4 — reducing the economic pressure that causes early school leaving.

C. Legal Instruments and Constitutional Protection

Legal Instrument	Year	Pathway
Secondary Education Act Amendment — Comprehensive School Standard for secondary schools, STEM Enrichment Track mandatory	Year 2	Simple majority
NIAS Integration Regulations — Form 4 NIAS assessment as part of KCSE certification process	Year 2	Statutory Instrument under National Employment Service Act

D. Live Metrics and Accountability

Full cross-reference detail: Programme Integration Index (PII) — Sections 1, 2, and 3. **Live metrics:** NEMIS Secondary Module. Annual: Form 4 completion rate, KCSE performance by county, NIAS assessment uptake rate among Form 4 completers, corps referral conversion rate (% of NIAS-assessed Form 4 leavers who enter a corps or cooperative within 12 months).